

# INTERNATIONALIZATION OF UNIVERSITIES OF APPLIED SCIENCES IN FINLAND

## The Case of JAMK University of Applied Sciences

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<p><b>Abstract</b></p> <p>Internationalization is an important part of higher education activity, and there are also national targets for internationality at higher education institutions. It was interesting to compare and get an overall picture of internationality at universities of applied sciences. The purpose of this thesis was to find a suitable framework to assess internationalization at universities of applied sciences in Finland. It was only JAMK that was assessed by using the created framework because the representatives of TAMK University of Applied Sciences did not have enough time to fill in the questionnaire even though they were very interested in it. The method used was the case study. The main data was gathered through a questionnaire, and the general information and statistics needed were found on the Internet and various databases. The questionnaire was answered by the International Relations Manager of JAMK. The data was analyzed using different calculation methods and definitions. The framework is divided into sub-categories dealing with strategy and management, partnerships, resources and financing, marketing, international education, students and staff and others; surveys, accreditations, social media and websites.</p> <p>After all, the internationalization and internationality at JAMK is in a good condition both quantitatively and qualitatively. However, the uniformity of the staff concerning internationality should be promoted. Visibly summing up all the international issues of the schools and other units, in order to inform the whole university of the international activities going on, would promote the cooperation between the units and give an overview of internationality at JAMK. For an overview, gathering data on internationality also including other statistics than that on mobility, for example on the staff intranet, would be needed. Other higher education institutions should also be benchmarked.</p> <p>As for further research on the topic, there could be a review of a specific target area of internationality at JAMK, gathering calculation models and databases and comparing different universities of applied sciences. The Ministry of Education and Culture and Finnish National Board of Education could assemble more statistical data on universities of applied sciences on their website Vipunen because that is official data collected from various databases with limited access.</p>		
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<p><b>Tiivistelmä</b></p> <p>Kansainvälisyys on tärkeä osa korkeakouluja ja sille on asetettu tavoitteita myös kansallisesti. Kiinnostusta herätti korkeakoulun kansainvälisyys kokonaisvaltaisesti ja korkeakoulujen vertaaminen asian tiimoilta. Toimeksiantaja oli Jyväskylän ammattikorkeakoulun Liiketoiminta ja palvelut -yksikkö. Tarkoituksena oli löytää sopiva viitekehys suomalaisten ammattikorkeakoulujen kansainvälistymisen arvioinnille. Työssä arvioitiin vain Jyväskylän ammattikorkeakoulua, koska TAMKin edustajilla ei ollut aikaa vastata tehtyyn kyselyyn vaikka aiheesta olivatkin kiinnostuneita. Metodina käytettiin tapaustutkimusta. Tietoja kerättiin internetistä ja eri tietokannoista. Jyväskylän ammattikorkeakoulun kansainvälisten asioiden päällikkö vastasi kyselyyn. Tieto aiheesta on hyvin hajallaan eri tietokannoissa ja osa jopa käsin laskettuna. Tietoja on voinut laskea myös eri laskentatavoilla ja määritelmillä. Luotu viitekehys koostuu strategia ja johtaminen, yhteistyökumppanit, resurssit ja rahoitus, markkinointi, opiskelijat ja henkilöstö, kansainvälinen koulutus ja muut; tutkimukset, akkreditoinnit, sosiaalinen media, internetsivut -osioista.</p> <p>Loppujen lopuksi JAMKin kansainvälistyminen on hyvällä mallilla niin määrällisesti kuin laadullisestikin mitattuna. Kuitenkin kehitettävänä olisi kaikkien JAMKin toimijoiden yhtenäisyys asian tiimoilta. Kansainvälisten asioiden tietojen, yhteenvetojen ja jatkokehitystoimenpiteiden, muun muassa muutkin kuin liikkuvuustilastot, kerääminen isomassa mittakaavassa, esimerkiksi henkilöstön intraan, olisi suotavaa paremman kokonaiskuvan muodostumiseksi. Myös benchmarkausta olisi tehtävä muihin korkeakouluihin.</p> <p>Työn jatkomahdollisuudet ovat moninaiset, JAMKin kansainvälisyyden tarkastelu jonkun tietyn kohdealueen tiimoilta, laskentamallien ja tietokantojen kokoaminen, eri ammattikorkeakoulujen vertaileminen. Opetus- ja kulttuuriministeriö/Opetushallitus voisi myös koota Vipunen nettisivustolleen enemmän korkeakouluja koskevia tilastoja, koska ne ovat ne viralliset ja monista eri tietokannoista kerätyt luvut, joita kaikilla ei ole mahdollisuus saada.</p>		
Avainsanat (asiasanat) kansainvälisyys, kansainvälistyminen, korkeakoulu, Jyväskylän ammattikorkeakoulu, JAMK		
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# 1 INTRODUCTION

The internationalization of higher education institutions is very difficult to measure, and there is no any visible framework for example on the internet. Applicants cannot compare universities of applied sciences in terms of internationality. It would be very important to know the variety and levels of internationalization opportunities for applicants institutions have so that the applicants could decide where to apply.

The purpose of this master's thesis is to review the literature and current measurements of internationalization and find the appropriate framework to assess the internationalization of universities of applied sciences in Finland. At first, it will be introduced shortly why universities and universities of applied sciences should be internationalised. Secondly, there is theory about measuring internationalization. Thirdly, a framework is created for the internationalization of higher education institutions/universities of applied sciences in Finland. Fourthly, JAMK University of Applied Sciences (JAMK) is assessed by using the created framework. The framework is created from the literature and can be used for measurements in JAMK or other universities of applied sciences in Finland.

The topic Internationalization of Universities of Applied Sciences in Finland, the case of JAMK University of Applied Sciences was suggested by School of Business and Services Management, JAMK University of Applied Sciences, Jyväskylä, Finland.

Universities of applied sciences were chosen because universities and universities of applied sciences have different kinds of targets in Finland. Universities of applied sciences are practically-oriented and universities are research oriented. This master's thesis will concentrate on the overall level of internationalization of JAMK University of Applied Sciences and not on any specific programme. The author represents administration and wants to know where JAMK is standing. The Research and Development area is mainly left out of this research because it is not the most important purpose of universities of applied sciences. JAMK is situated in the City of Jyväskylä, Finland.

This research will concentrate on the overall level of internationality at JAMK, which areas JAMK should improve and which are in a good condition. It could be useful if all universities of applied sciences in Finland could use this framework. It could be of assistance to the Finnish National Board of Education and/or Ministry of Education and Culture. That is why relative values, for example percentages, are used. It is easier to compare institutions if relative values are used.

First, the intention was to compare JAMK University of Applied Sciences (JAMK) and TAMK University of Applied Sciences (TAMK) using the created framework. TAMK and JAMK are roughly organisations of the same size. Though TAMK is slightly bigger. It would have been relevant to JAMK itself because it has cooperation with TAMK, but it is also a competitor. There has been and will be emerging of universities of applied sciences in the future. In that case it is essential to know the position of JAMK compared to TAMK and vice versa. This comparison would have been giving answers in which areas TAMK is better, and how JAMK could learn from them. When the survey was sent to TAMK, they were first very positive but after a few deadlines they answered that they did not have enough time to respond to this survey, and that there was a survey of the same kind just done by Turku University of Applied Sciences. They suggested that the author could send the survey for example to Mikkeli University of Applied Sciences. However, the author decided to concentrate on JAMK after that setback.

### **Research questions**

This master's thesis will try to answer the following research questions:

1. How can we measure internationalization?
2. What is the state of internationality and internationalization at JAMK?
  - 2.1. What should be improved at JAMK? Which areas are firm at JAMK?

A case study is qualitative descriptive research (Case Studies n.d.). It is used to survey individual, family, group, organization and so forth. A case study studies one or more cases. For example documents, interviews, findings and archives works as a research data. The aim is to understand one case and its' operation logic and processes. (Kananen 2008, 84, 85.) Learning from the case is also one goal and case study is typically accurate description of the case (Silius & Tervakari 2006, 4). Case study is useful when needed background information. It is used usually when needed further research (Case-tutkimus n.d.). There is collected statistics and questionnaire in this case study.

According to Korkeakoulujen kansainvälistymisstrategia 2009-2015 (2009, 5), there is lack of internationalization in Finland. There are not enough foreign students, teachers, researchers and financing of research and development. The points of strategy of internationalization of higher education are increasing quality and attractiveness, promoting global responsibility, supporting a multicultural society and promoting the export of expertise. Internationalization of higher education institutions will promote international networking, diversification of society and business and industry life, competitiveness and innovation ability and citizens' education, welfare and know-how. (Korkeakoulujen kansainvälistymisstrategia 2009, 5, 9-10.)

Quota of immigrants of higher education students should be quota of immigrants of entire population. Immigrants are conducting only few higher education degrees at Finland. Unemployment rate of immigrants is over double compared to unemployment rate of original population. Higher education institutes have not paid enough attention to teaching of domestic languages and culture for foreign students and staff. Universities of applied sciences should increase pre-training for studies at universities of applied sciences for immigrants. They must develop studies at open studies which lowers the threshold for degree studies. (Korkeakoulujen kansainvälistymisstrategia 2009, 11, 14-15, 47.)

The funding for universities of applied sciences is going to change by 2014. Funding would be shared and determined by performed degrees and study processes' quality,



efficiency and employment and research and development performance.

(Hallituksen esitys eduskunnalle laeiksi ammattikorkeakoululain sekä opetus- ja kulttuuritoimen rahoituksesta annetun lain 26 ja 48 §:n muuttamisesta 2012, 17-18.)

Funding criteria would be the following (Hallituksen esitys eduskunnalle laeiksi ammattikorkeakoululain sekä opetus- ja kulttuuritoimen rahoituksesta annetun lain 26 ja 48 §:n muuttamisesta 2012, 18):

- completed bachelor's degrees (46 %)
- amount of students completing 55 credits / semester (26 %)
- completed master's degrees (4 %)
- external funding of research and development (4 %)
- paid service activities (4 %)
- feedback of students (3 %)
- internationality of education (3 %)
- graduates employed (3 %)
- credits of open studies and separate studies (2 %)
- credits of teacher education (2 %)
- publications, artistic activities, audiovisual material and applications of information and communication technology (2 %)
- international mobility of staff (1 %).

Internationality of education would include amount of ingoing and outgoing exchange students (over three months) / calendar year and amount of completed bachelor's degrees by foreign students / calendar year. (Hallituksen esitys eduskunnalle laeiksi ammattikorkeakoululain sekä opetus- ja kulttuuritoimen rahoituksesta annetun lain 26 ja 48 §:n muuttamisesta 2012, 48.)

Finland has good reputation in, for example PISA survey, and we have not exploited it enough (Strategy for the Internationalization of Higher Education Institutions in Finland 2009-2015 2009, 25). Higher education institutions could export and sell Finnish education more abroad. By that way institutions could gain more financing.

## 2 INTERNATIONALIZATION OF HIGHER EDUCATION INSTITUTIONS

According to Söderqvist (2002), Knight's (1995) definition of internationalization is "the process of integrating an international dimension into the research, teaching and service functions of higher education".

According to Morris (2009, 144), Jane Knight's (2003) definition of internationalization is the following: "the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of post-secondary education."

Internationality and internationalization are defined as follows (Brandenburg & Federkeil 2007, 7):

*Internationality describes either an institution's current status or the status discernible at the date of data acquisition with respect to international activities.*

*In contrast, internationalization describes a process in which an institution moves, in a more or less steered process, from an actual status of internationality at time X towards a modified actual status of extended internationality at time X+N. In this instance, in the event of proper planning, the actual status is set against an expected target status. The result is then the difference between the actual situation after expiration of the period n and the desired situation after expiration of the period n.*

Internationality means the current status of an institution regarding international activities. Internationalization means the direction in which an institution is moving. (de Wit 2009, 67.)

Mainly this thesis concentrates on internationality but also takes into account internationalization efforts institutions are going to do.

**The reasons** for internationalization at higher education institutions include global integration in the areas of investment, trade, the environment, research, politics and

so forth facilitated by advances in communication, information and transportation technologies; the wish of universities to remain current, innovative and relevant in their teaching, research and service tasks; the need of universities to train students to find job and compete in a global market place and generate research that improves name of the institution and its local community will develop; the desire of university obtain targets including entrepreneurial and economic, academic, social, national security and foreign policy. (Morris 2009, 144.)

Institutions have to make sure that they offer different internationalization opportunities, for example enough exchange places or studies conducted in English. It is noted that everyone can develop international dialog also outside of official teaching. Internationalization should be on the basis of contents, targets and target groups of programme. At management level they should make clear politics and targets. Staff should define learning outcomes and how curriculum, teaching practices and evaluation will be developed towards targets at degree programme level. (Garam 2012, 9-10, 13-14, 38.)

Higher education institutions must appoint targets of internationality and write out a strategy of how to achieve these targets. In that case higher education institution needs to take following phases: definition of the internationalization goals, development of a consistent internationalization strategy, list of short-, medium- and long-term measures and development of a quality management system (that includes the implementation of the measures and analyses influences on the strategy). (Brandenburg & Federkeil 2007, 10.)

Internationality should be systematically involved in different levels; strategies of higher education institutions and their implementation, curricula, developing of education, guidance and evaluation of student and guidance of higher education. Students must know the international development of their own field. Guidance at personal learning and study plan conversations should encourage for internationalization and introduce all opportunities for it. They can motivate students and find the best way for them to internationalise. Division of labour between hops counselor and international coordinator must be clear as to what they

do and how they guide students. They can also plan it in a way which will not prolong studies. Students will have information also on orientation days or international week about international opportunities. (Garam 2012, 33-34, 60-61.)

The attitudes of teachers, other staff and students have a big role at internationalization of programmes. Along with working life getting more and more international, the students should also become internationalized. Some institutions use graduates who are working as tutors of students. The expertise of the staff is prerequisite for internationalization. (Garam 2012, 25, 27.)

It is important to make it clear that internationality is not something difficult or students do not have to take it too seriously. Counselors should underline positive things to students, for example new friends, new networks, better language skills, better changes for job, and life enrichment and broadening.

Every academic degree should include a module supporting internationalization. How each student will implement that section is settled at personal study plans. Students can implement it by international courses or mobility periods. Internationalization in the home country/at domestic higher education institution is also possible. There are studies conducted in English where there are also foreign students. International teacher visits and communication technology can help to bring out international perspectives. (Garam 2012, 5.)

Internationalization should be included in the learning and guidance of students, curriculum of degree programmes, development of teaching, pedagogical solutions, national performance management of higher education institutions, financing, indicators, strategies of higher education institutions, focus of developing and execution programmes which support those. (Garam 2012, 29.)

New forms of internationality are foreign subscription education, franchising, twinning (in Finnish kummitoiminta), joint degrees, double degrees, virtual teaching and company higher education institutions highlighting entrepreneurship (in Finnish yrityskorkeakoulut). Tuition fees in Master's degree programmes conducted in English for non-EU/EEA citizens are also tools of internationalization. Because there

is not enough mobility of students there is an option for virtual mobility, group mobility and visits. There must be enough resources also for study counselling. Higher education institutions must require language tests from teachers who are teaching in English. Alumni activities should be developed. (Korkeakoulujen kansainvälistymisstrategia 2009, 20, 23, 28, 31, 43.)

According to the Strategy for the Internationalization of Higher Education Institutions in Finland 2009-2015 (2009), the aim is that the export of expertise and education becomes a nationally remarkable export product. Domestic supply does not meet the demand of higher education in Asia, Latin America and Middle East. (pp. 25.)

Some institutions have decided that there should be at least five credits obligatory international studies in the students' personal study plans. They can execute that part by exchange, practice, studies or project. Studies should include meeting people from different cultures. On the other hand, internationalization should show through all teaching and studying. (Garam 2012, 31.) Students will have an international record about their achievements, and it will be attached to diploma at Rovaniemi University of Applied Sciences (RAMK). Every degree programme has to offer at least 10 credits of professional studies conducted in English at RAMK. (Garam 2012, 38.)

According to Söderqvist (2002), Knight (1999) has also presented four different **approaches** to internationalization: activity, competency, ethos and process approaches. The activity approach includes, for example student/faculty exchanges, curriculum and international degree students to describe internationalization. The competency approach highlights the outcomes of education. The ethos view highlights the climate at the school promoting and supporting intercultural initiatives or culture. The process view integrates internationality into teaching, services and research via procedures and activities.

A key figure represents a value without any reference to other values (number of international students). An indicator represents a key figure in relation to some other figure. (de Wit 2009, 68.) In a double degree each of the two institutions involved

awards its own full degree to students who graduate. In a joint degree, the students will have only one degree document. (de Wit 2009, 51, 68.)

### **3 HOW YOU CAN MEASURE INTERNATIONALIZATION AT HIGHER EDUCATION INSTITUTES?**

Quality assurance, accountability, ranking, benchmarking, accreditation, auditing and certification are important issues on the international higher education agenda. Internationalization is coming from cooperative to competitive. There are different approaches towards internationality and internationalization by institution and nation. Measurements of internationalization should be aligned with the institution's core missions. Do we measure activities or processes? Are we concentrating on inputs, outputs or outcomes? What are the institutional targets related to international activities? How do we measure and know whether the targets have been obtained and to what grade? What do the efforts contribute? What value do the efforts add to overall missions and targets of the institution? What kind of long term impacts institution gives to the society? Who are you trying to impress? Different measurements should be used depending on who is viewing it, for example a faculty, a student, an institutional, a national, a political or a regional perspective. (de Wit 2009, 1-3, 9, 58, 60.)

Is teaching conducted in home country or abroad, are target students foreigners or domestic students or both? It is necessary to see all these three dimensions side by side; international mobility of students, internationalization of personnel and internationalization at home country (in Finnish kotikansainvälistyminen). Mobility of students includes student exchange, international internship, international volunteering, study trips (in Finnish opintomatkat), international conferences, and excursions. Internationalization of personnel includes staff exchange, scholarships, sabbaticals, international cooperation, research, conferences and international volunteering. Home internationalization includes interaction of foreign and domestic students, language training, virtual mobility, summer schools, utilization of local multi-cultural community and inclusive pedagogues. (Garam 2012, 11, 55.)

International intensive courses are considered to be effective way for internationalization and they are easy to place for teachers' schedules. For adult students it is easy to participate for short term courses outside Finland. Foreign lecturers give an international perspective without students' mobility. Lecturers will also arrange other cooperation at the same time/same visit. There should also be goals to measure teachers' internationalization. New technology should be taken into account at internationalization. For example, students will follow up and take part in virtual lectures held by foreign lecturers. (Garam 2012, 43-45, 51.)

Feedback from the exchange is important way to have knowledge about various exchange places and quality of teaching. The problem of mobility of students is that there are not clear learning outcome targets for internationalization or verifying achieved targets. Internationalization of personnel is very important because internationalization of teaching is in their hands. Means of home internationalization could be, for example literature, foreign teachers or lecturers, virtual contacts with foreigners, short term mobility integrated to programmes, foreign students at home higher education institution, building intercultural interaction at the campus or local community. (Garam 2012, 12, 37.)

Internationality can be shown at the curriculum in the following ways; the aim is to provide knowhow to international environment, provide multicultural intercultural knowhow, contents or part of curriculum is international, contains international comparison of a topic, contains studies which focus on specific geographical area, foreign lecturers, studies at foreign language, includes language or communication studies, cross section (in Finnish *ulkomaanjakso*) or other international period mentioned especially, directed to multicultural or international student group, mandatory period as part of the curriculum. (Garam 2012, 15.)

Some institution has audits process where two lecturers from the language training center follows a lessons conducted in English. They evaluate teachers' teaching at class, online materials and teaching materials. Teachers will receive proposals for further development. All teachers who are teaching in English must do the IELTS English language test at Haaga-Helia University of Applied Sciences. If they do not

have their language skills high enough, Haaga-Helia is providing language training to them. (Garam 2012, 28.)

### **3.1 Indicators**

When higher education institutions select indicators, they should think about their own targets and whether the indicators can be measured within time series. Time series can measure the progress of the measured values. (Brandenburg & Federkeil 2007, 9.) Indicators could be divided to overall aspects, research and teaching/learning. (de Wit 2009, 70.)

Assessment dimensions can be measured by three elements; inputs (resources that supports internationalization efforts such as people, policies and money), outputs (the number and types of work or activity taken to support internationalization efforts) and outcomes (impacts or results). (de Wit 2009, 14.) Examples of learning inputs, outputs and outcomes, discovery inputs and outcomes and engagement inputs, outputs and outcomes can be found at book of De Wit (2009) Chapter 2. Modelling assessment of the outcomes and impacts of internationalization, pages 18-19.

Input indicators include factors promoting to the creation of outcomes like allocation of resources, staff and structures. Output indicators measure outcomes at the end of academic processes, for example graduates or research findings. Input indicators can be used when comparing an organisation with others. Output indicators can be used when revealing possible trouble areas. Need of development won't necessarily indicate to input areas. Output indicators can prove developments specified in a target agreement or strategy. (Brandenburg & Federkeil 2007, 8, 10.) Brandenburg & Federkeil (2007) use a variety of input, output and process indicators for management in general, professors, young researchers, administrative staff / non-academic staff, allocation of resources, international networking, and study programmes and curricula. For detailed measurement criteria, see Brandenburg & Federkeil (2007), pages 13-35.



From the students' point of view the following aspects are important:

internationality of studies and teaching, counselling for programmes or internships abroad, importance of the opportunity of international study programmes, international orientation and lecturers' support in organising exchanges abroad. (Brandenburg & Federkeil 2007, 38.)

Main targets of evaluation of Turku University of Applied Sciences, Tampere University of Applied Sciences and JAMK University of Applied Sciences were the following in 1997 (Kantola & Panhelainen 1998, 13-14):

- Internationalization strategy of university of applied sciences
  1. Content
  2. How it is linked to mission statement, development strategy and targets
  3. What kind of added value would be gained
  4. How it would be changed during next five years
- Role of universities of applied sciences in internationalization of working and business life
  1. How they have surveyed needs of working and business life at area of university of applied sciences and how they have responded to them
  2. What kind of internationality promoting education and service functions have been implemented and from where has been financing gained to these projects
  3. How decisions of other universities of applied sciences' affect to actions and decisions
  4. To what direction role of university of applied sciences will be developed in internationalization of labor and business life in next five years
- Main areas of international functions
  1. What criteria university of applied sciences will be using/have been using when considering participation in the projects and what goals they seek
- The amount and quality of international network cooperation
  1. What the major networks and international projects are
  2. What criteria university of applied sciences will be using/have been using when considering participation in the projects and what goals they seek

- Exchange (teacher, student, specialist)
  1. Situation
  2. The geographical distribution
  3. How it will be developed in the future
- Degree programmes and their development
  1. What kind of extra training teachers have gained
  2. Use of international teachers
- Internationalism in teaching, curricula and studying
  1. Language studies, offerings, electives
  2. How the study material will support international studying
  3. Utilization of networks and social media
  4. How expectations of students have been taken into account
- International curriculum and education cooperation with foreign higher education institutions; joint degrees and degree programmes
  1. What kind of projects
  2. How the partner is chosen, and what the targets and benefits of cooperation are
- International student activities
  1. How it is organized
  2. How university of applied sciences is supporting it
  3. What kind of role foreign students have on these activities
- Guidance of international operation, practical activities and financing
  1. How international cooperation is arranged between units
  2. How financing will be decided
  3. EU-projects
  4. Resources of international operations.

Morris (2009, 145.) says that measures of success in internationalization are a vision and mission statement should include internationalization. Internationalization goal should be supported by funding. The administration, leadership and managers should be supporting the internationalization goal. Institution should also have measurements, how to measure their institution to another. Strategy should also

support the internationalization target. Every actor is on the same line to executing the targets of internationalization. Good numbers and percentages measuring internationalization are students' and staff's studies and teaching abroad, internships, staff who supports broad internationalization, personnel who take advantage worldwide service, teaching and research development openings, global courses and personnel who have participated in an international partnership.

The key questions (Morris 2009, 150) for thinking about an institution's internationalization achievements are weaknesses and strengths of institutions present efforts to internationalize, why the development could be failed, how the internationalization could be developed, is there strategy for international partnerships, how the domestics students can learn from international students, are all the staff members and students engaged in internationalization, how the programmes and units will cooperate in the future and what are the targets of this operation, what channels people are using when communicating, what kind of means exist to increase internationalization attempts and how those are advantaged.

According to Green (2005, 5), there are six dimensions of the internationalization index:

- Academic offerings
- External funding
- Articulated commitment
- Institutional investment in faculty
- Organizational infrastructure
- International student programs and students.

Articulated commitment means that the institution has written statements, and compiled policies. The questions consist of the institution's mission statement, strategic plan, recruitments literature, formal assessments, guidelines for study abroad and faculty promotions. The academic offerings dimension focuses on international opportunities like studying abroad, foreign language learning,

internationalised general education demands and course offerings and other programmes offered abroad for credit. The organisational infrastructure dimension shows the resources that the institution offers to promote and support internationalization at school. These resources are physical facilities and communications and technological support. (Green 2005, 5-6, 10.) The list of survey questions can be found at book of Green (2005) *Measuring Internationalization at Research Universities*, pages 5, 7, 10, 12, 13, 16.

The dimension of external funding tries to represent the efforts that the institution has put to seek external funds earmarked for internationalization. It also represents the scope of external funding for internationalization by the state, federal/municipality or private sources. Institutional investment in the faculty dimension measures the professional development opportunities available to teachers. Are there earmarked funds to support internationality by personnel, acknowledgment awards for the personnel's international activity, foreign language sessions or personnel participation in workshops on internationalising courses? (Green 2005, 12-13.)

The international students and student programmes dimension measures institutional support for the unprepared learning that happens on every campus. Important internationalization initiatives are, for example, meeting places, buddy programmes, roommate programmes and international residence halls. There must be provided situations that local and foreign students can interact with each other. (Green 2005, 15, 20.)

One operative division is the following (Kansainvälisen toiminnan prosessikuvaukset n.d.):

#### 1. Personal mobility

- Student mobility – outgoing students
- Student mobility – incoming students
- Outgoing trainees
- Incoming trainees
- Personnel, specialist, teacher and researcher mobility – outgoing

- Personnel, specialist, teacher and researcher mobility – incoming
  - Foreign degree students
  - Joint degree, double-degree
2. Internationalization of research and development services
  3. Effectiveness of universities of applied sciences
    - Development of the appeal of the area
      - Helping to find foreign employees, example international training
      - Supporting international networking of companies and organizations (projects)
      - The integration of immigrants for the benefit of the area
      - Supporting the international competitiveness of the companies through using universities of applied sciences' international relationships
    - Education of foreign employees
      - Education of new employees for the area
      - Continuing training from international capabilities for personnel of the organizations of the area
    - Influencing a European education area.

One perspective is the services offered by a higher education institution; guidance of exchange, orientation, how well they are supporting studies of foreign student and how well they are supporting the integration into the Finnish higher education community and society (Kansainvälisen toiminnan prosessikuvaukset n.d.).

These indicators are given in “Korkeakoulujen seuranta-indikaattorikäsikirja” (“Monitoring indicator manual for higher education institutions”) concerning internationalism (2010, 31-48):

1. Exportation of know-how
  - percentage of tailor-made education (in Finnish tilauskoulutus) students
2. International cooperation structures
3. Foreign and immigrant background students

- percentage of foreign present degree students
- percentage of degrees of foreigners (also a performance indicator)
- employment rate of graduated foreigners
- percentage of higher education students having immigrant background

#### 4. Teaching and studying environment

- foreign students participating in pre-training / degree students
- accomplished credits of domestic languages directed for foreigners in relation to foreign students (including exchange-students)
- accomplished credits in foreign language education / present degree students (performance indicator)
- percentage of the degree acceptable credits accomplished abroad (of all credits) (performance indicator)
- percentage of foreign personnel of all personnel

#### 5. International student exchange

- outgoing and incoming exchange students (3 months or over) /present students

#### 6. Internationalism of research

- teachers' and researchers' international mobility (at least one week, outgoing+incoming) / teachers and research and development personnel (agreement indicator)
- percentage of international joint publications (out of all international publications)
- percentage of foreigners of research and development personnel.

Other indicators are the credits of international exchange students (incoming) and accredited credits of studies accomplished abroad (Ammattikorkeakoulujen tiedonkeruu käsikirja 2011, 17, 19).

These indicators are included in JAMK tulossopimus 2012 related to internationality (“Performance agreement of JAMK 2012”):

- Internationalism of management:
  - number of international strategic partners
- Internationalism of units:
  - number of foreign students’ degrees
  - accomplished credits in foreign language education / present degree students
  - number of international projects
  - number of foreign personnel
  - implemented cooperation with strategic partners
    - amount of training
    - number of research and development projects

The indicators of performance based funding (Sopimuskauden 2010-2012 ammattikorkeakoulujen tuloksellisuusrahoituksen asiakokonaisuudet ja mittarit) include:

- accomplished credits in foreign language education / present degree students
- percentage of the degree acceptable credits accomplished abroad (of all credits)
- degrees of foreign students in relation to all accomplished degrees
- teachers’ and researchers’ international mobility (at least one week, outgoing and incoming) / full-time teachers and research and development personnel.

The share of internationality of performance based funding is 15 % (Sopimuskauden 2010-2012 ammattikorkeakoulujen tuloksellisuusrahoituksen asiakokonaisuudet ja mittarit). Niittymäki (2010) mentions discontinuation, study times, unemployment rate, R&D credits of foreign students, R&D&I funding and annual margin of international functions.

### 3.2 University rankings

It is difficult to measure quality itself if not even impossible. Higher education decisions should not be based only on rankings. Nevertheless international university rankings measure universities' performance. They use public and freely accessible information. International rankings cover only 1 - 3 % of the world's 17000 universities at the moment. They focus mainly on indicators related to the universities' research activities. Shanghai Jiao Tong University published the results of the first global university ranking in 2003 when the rankings went global. Amount of global university rankings is increasing. Global university rankings show university research efficiency rather than teaching. Rankings should be clear about their target groups and purpose and publish their information sources. (Rauhvargers 2011, 7-14, 20-21, 68.)

Rankings do not have yet rank institutions solely on the basis of their level of internationalization. (de Wit 2009, 79.)

"...rankings producing global league tables use methodologies that simply cannot produce stable results for more than 700-1200 universities". Scores in the league tables can be direct to misunderstandings because the scores are not the indicator values themselves. Subjective discernment of the ranking provider defines which indicators are more important. Providers decide the weights of the indicators when calculating the overall score. The weights of individual indicators are not necessarily published. The scores are size-dependent if a ranking mainly uses absolute values. In other words, large universities are favored. If a ranking uses mainly relative values efficient large universities will not necessarily score more highly. There have been data manipulations, for example number of applications to university or amount of academic staff. It is due to universities' wishes to improve their ranking positions. (Rauhvargers 2011, 13-15, 21; de Wit 2009, 39-42.)

Rankings that produce league tables of top universities only are the Shanghai Academic Ranking of World Universities (ARWU), the Times Higher Education (THE) and the Russian Reitor ranking. Rankings that concentrate on research performance



only are the Leiden Ranking, the Taiwan Higher Education Accreditation Evaluation Council university ranking (HEEACT), and EU Assessment of University-Based Research (AUBR). Rankings using a number of indicators (multirankings) and not producing league tables or compound scores are the original German Centre of Higher Education Development (CHE) which is for help to students to choose a university, the EU U-Map which helps students to find and compare universities, and the EU U-Multirank which compares universities' performances. The Assessment of Higher Education Learning Outcomes (AHELO) benchmarks the learning outcomes demonstrated by students. Webometrics ranks the universities visibility on the internet. (Rauhvargers 2011, 12, 23.)

The Academic Ranking of World Universities (ARWU) concentrates on universities that have Fields medalists, Nobel laureates, papers published in Science or Nature or highly cited researchers. ARWU comprise only 1000 universities and ranks up the first 500. The Times Higher Education (THE-QS) ranking comprise around 600 universities. The Russian Reitor ranking has done so far only one ranking in 2008. It concentrates on Russian schools and all the world universities that participate in the four global rankings (ARWU, THE-QS, Webometrics and National Taiwan University). Interesting indicators are amount of educational bachelor, specialist, master and doctoral programmes, total budget of the university per full-time student, volume of web-products, request popularity of the university and page rank of the main page of the university's site. (Rauhvargers 2011, 24, 28, 34-36.)

The Leiden Ranking concentrates on the universities with the largest number of Web of Science indexed publications per year. It covers about 1000 universities and rank up the first 500. The Taiwan Higher Education Accreditation and Evaluation Council ranking concentrates on the number of journal articles and citations. It covers 4000 universities and ranks up the first 500. (Rauhvargers 2011, 38, 40.)

The CHE Compact Ranking offers the comparison of study programmes in a particular field at different universities or universities of applied sciences. Interesting indicators are student assessment of the overall study situation, professors' opinions on the quality of academic teaching and studies, students' opinion of teaching support

(counseling, consulting hours, discussion of homework and so on), third-party funding of research per staff member and students' opinion of laboratories or libraries (the availability, state of workstations and so forth). The CHE Quick Ranking gives a possibility to seek information quickly to find which universities best fit their specific wishes. Indicators are, for example E-learning, contact between students and staff, international orientation, support for stays abroad, job market preparation and support in practical semester. (Rauhvargers 2011, 45-47.)

U-Map tool will concentrate on the differences between institutions in terms of their profiles and missions. Indicators are for example number of subject areas covered out of UNESCO/OECD 8 broad areas, % of degree-seeking foreign students in total student count, % of incoming students from international exchange programmes in total enrolment, % of outgoing students within international programmes, % of income from non-national sources excluding tuition fees and foreign faculty as % of total staff. The Assessment of Higher Education Learning Outcomes (AHELO) project has two phases. The first one ended in June 2011, and the second phase will be ending in December 2012. The results will be seen in the future. There have been some questions, for example if it is possible to measure learning outcomes in different national contexts. (Rauhvargers 2011, 52-53, 59.)

Mapping Internationalization (MINT) tool combines benchmarking and self-evaluation. It focuses on self-evaluation. It provides a clear overview of the current state of institutions' internationalization policy, activities and support structures. The MINT tool maps only the internationalization of education, not of research. (de Wit 2009, 81-82.)

The Webometrics Ranking surveys the visibility and size of university web pages. The visibility of the university can be measured by the number of inward links to the university webpage. Size can be measured by the number of pages on the website of the university, publications and of rich files, for example pdf and word files. (Rauhvargers 2011, 57.)

## **4 ANALYSING THE INTERNATIONALIZATION OF JAMK WITH THE CREATED MEASUREMENT FRAMEWORK**

The questionnaire was sent to the International Relations Manager of JAMK, Ms. Nina Björn. There were questions about strategy, management, partnerships, resources, financing, marketing, international education, students and staff and surveys, accreditations, social media and websites. The questionnaire is in appendix 1. There was also an attached excel file that was already partly filled out. It was a statistical overview of JAMK's internationality. The information on the sheets of that excel file are divided among the answers of the questionnaire handled below.

### **4.1 Strategy and Management**

The rector manages international operations with the support of the vice rector and heads of the departments at JAMK. The executive team and directors of education are responsible for the execution and development of internationality and internationalization. The executive team draws up the internationalization strategy. JAMK does not have a separate internationalization strategy but it is part of the overall strategy. It is one of the focus areas of the overall strategy. It is a recommendation of Ministry of Education and Culture. The national internationality strategy of higher education institutions partly guides the operations. All operators at JAMK implement the internationality strategy according to Nina Björn. Under the supervision of managers all should implement the internationality strategy in their departments. Concrete actions are defined at the strategy. The indicators of the Ministry of Culture and Education and internal Balance Score Card (BSC) variation indicators also guide the operations. (Björn 2013.)

The strengths of JAMK's internationality strategy are that it is not separate strategy. As part of one focus area, internationality is always part of the strategic conversation and development of the institution. If there were a separate internationality strategy, it could be easily forgotten or made a few actors' responsibility. It could

also be a weakness to be part of the overall strategy. International operations could be left out on the general level as part of the larger set. (Björn 2013.)

JAMK's mission is the following: "In accordance with its mission, JAMK University of Applied Sciences will be an internationally oriented forerunner in education and a strong player in practically oriented research, development and innovation activities." (JAMK University of Applied Sciences, Vision, Mission and Values.)

JAMK's vision 2015: "JAMK University of Applied Sciences wants to be the best university of applied sciences in Finland, with a strong track record in quality of education, internationalization and promotion of entrepreneurship." (JAMK University of Applied Sciences, Vision, Mission and Values.)

JAMK's profiles (see figure 1): JAMK's profiles are internationalization, quality of learning and entrepreneurship. It is deduced from vision that "JAMK is Finland's best University of Applied Sciences at internationalization of its operating environment." Three categories of it are (see figure 2) "Successful international education and project activities; strategic, international partner networks; and effective internationalization services for working life". (JAMK Strategy.)

# Profiles and focus areas

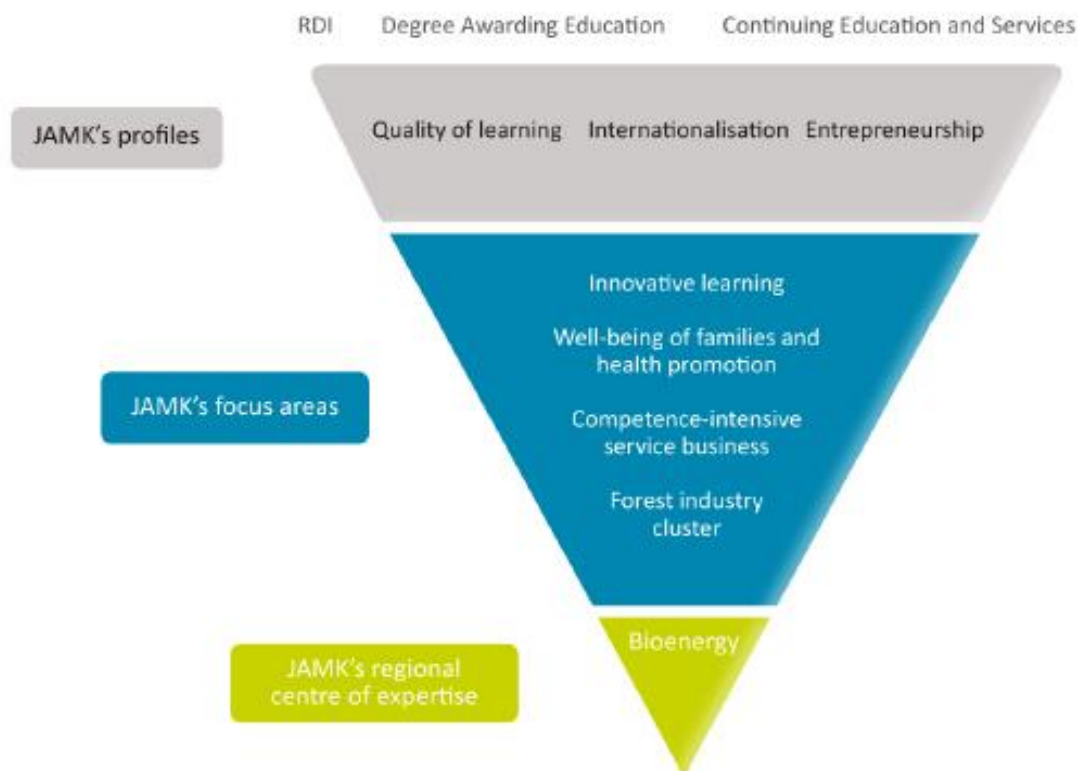


FIGURE 1. JAMK's profiles and focus areas (JAMK Strategy).

JAMK does not have an overall strategy for international partnerships. Units decide about the cooperation based on the needs of units, divisions and degree programmes. New EU programme period can bring changes, for example focusing in the Erasmus Bilateral Agreements. International Services ensure funding for specific basic services and processes, for example supporting of student mobility and additional costs of Erasmus staff mobility at JAMK. Budgeting for international operations will be observed and based on a target and result in agreement at the unit level. Finally the management (Rector, Vice Rector and Director of Administration) will accept the budgets. JAMK compares its internationality with other universities of applied sciences via indicators of the Ministry of Education and

Culture. Internationalization targets are informed to the directors and managers at the JOKE training. Directors will inform their staff. Manager of International Services will inform the international team where there are international coordinators of units who will then take the information to units. (Björn 2013.)

International targets of JAMK are student mobility (over three months, incoming and outgoing, studying and training), staff mobility (five days or over, incoming and outgoing), foreign graduates, 55 credits (includes also credits carry out abroad), internationalization of project activities and selling education. International target in strategy is “JAMK is Finland’s best University of Applied Sciences at internationalization of its operating environment.” See more in figure 2. (Björn 2013.)



FIGURE 2. International targets of strategy of JAMK.

International Services of JAMK are half concentrated and half decentralized. There are 4,48 person-years. There are 4,1 person-years of international coordinators at the units. There are also many others who do international duties at JAMK. Guidance of content of students’ exchange is in the units, and guidance of the process is in the International Services. Guidance of staff is in the units and International Services depending on visitor, his/hers background and content of the visit. Maximum of incoming exchange students (over three months) is already reached. There is not

enough staff, teacher and class room resources to increase incoming exchange students. (Björn 2013.)

## 4.2 Partnerships

International partners are from Great Britain, Italy, Germany, The Netherlands, Kenya, Spain, France, Denmark, Singapore, Portugal, Chile, Poland, Russia, Sweden, Romania, Austria, Estonia, Belgium, Argentina, Czech Republic, China, Norway, Slovakia, USA, Switzerland, Australia, Hungary, Latvia, Lithuania, Island, Croatia and Hongkong. There are about 250 higher education institutions as partners and about 50 companies/organizations. (Björn 2013.)

Statistics are collected from Vipunen, statistics of JAMK, Ulla Tiainen-Sallinen (2013), database of applicants of degree programmes (VKYH), and Nina Björn. Language studies statistics are collected from Pirjo Mustajärvi (2013), from the Language Center of JAMK. Table 1 shows the statistics related to partnerships; and resources and financing. The figures are from calendar year if not indicated otherwise. If the place is empty some figure(s) have not been available or the respondent has not answered.

TABLE 1. Partnerships and financing

	2012	2011	2010
<b>Partnerships</b>			
Number of double degree agreements	8	6	4
Number of joint degree agreements	0	0	0
Number of international partners	240	c. 250	c. 250
Number of partnerships in which at least one mobility has taken place			
Number of internationally funded research projects relative to the total number of research projects			
Number of international projects	42		33
<b>Resources, financing</b>			

Direct international funding (€)		653000	
Proportion of the budget for International Office in relation to the total budget of institution			
Produced third-party funding from international sponsors in relation to the total sum of third-party funds			
Total sum of scholarship funds for stays abroad in relation to the total number of students			
Annual margin of international functions			
Budget for international higher education marketing / the total budget of institution			

The target number of international projects was 42 in 2012 with 42 projects materialized.

### 4.3 Resources and Financing

When asking “Has your institution received external funding specifically earmarked for international programs and activities from any of the following sources in the last three years?” Nina Björn (2013) answered that the basic funding comes from the Ministry of Education and Culture, funding for Erasmus mobility comes via Cimo from the European Commission and funding of Cimo/EU within different projects such as North-South-South, Hei-Ici, Tempus, and First.

Does your institution actively seek funds specifically earmarked for international education programs and activities? Nina Björn’s (2013) answer was yes and no. Different kind of funding support operations and internationalization of degree programmes depending on the perspective. See also table 1.

### 4.4 Marketing

JAMK is marketing education in many countries, but few of them have been selected as target countries: Russia, Czech Republic, Hungary, Spain, Poland, Romania and Estonia. Nina Björn (2013) said that JAMK highlights international educational



programs, activities, and opportunities in the student recruitment brochures. For example double degree opportunities are accentuated in student recruitment and marketing. Paula Pasanen from JAMK's marketing services did her master's thesis about JAMK Ambassadors: The ambassador model supporting international marketing. It was about creating new ways to market JAMK for foreign applicants. Ambassadors were from the target countries mentioned above (Pasanen 2012).

## **4.5 International Education**

The most important activity for future collaboration between international programmes and activities on campus is observing the multicultural community in action. The International Relations Manager of JAMK participates in meetings of different international operators of Central Finland. They discuss how JAMK could help companies to internationalize and exploit JAMK's students. The role of JAMK in the internationalization of business and working life will be developed in the direction where there will be more complete products or packages for the internationalization of companies in the next five years. There will also be professional and cultural experts of internationality. (Björn 2013.)

JAMK does not have a database of information on countries/cultures/societies for students, but Cimo has a database called Maailmalle (Björn 2013). In that case it is not reasonable for every institution to have separate databases. Different teaching methods such as teamwork in multi-cultural groups help domestic students to learn from international students. (Björn 2013.) There could be more strategies for domestic students to learn from international students.

The student union together with international tutors for example recruit and train student tutors, renting Survival Kit -packages for foreign students, organize International Club activities for domestic and international students, participate in the orientation week for students and also participating in meetings of the international team of JAMK. The expectations of students have been taken into

account: JAMK offers wide networks abroad and opportunities to network abroad and in Finland. (Björn 2013.)

A precondition for exchange abroad is that it will not extend study time, and all the studies will be included in the study programme. Other means for ensuring that student graduation will not be delayed because of international exchange is a well working exchange process attention paid to the extent of the studies abroad (30/60 credits) and content guidance of student. Students' experiences abroad are spread to other students by return orientation and reports of the exchange period that other students can read. JAMK offered the students a language partner program that pairs Finnish and international students, a meeting place for students to discuss international issues and events and some international festivals or events on campus last academic year. International graduates have been largely neglected in the alumni activities. Alumni operations and international alumni operations have not developed much at JAMK. (Björn 2013.) Alison Doolittle-Suokas did her master's thesis about Engaging Alumni, The Development and Implementation of Social Networks in April 2013. It is about developing and implementing a network for the Degree Programme in International Business of JAMK to keep ties with their alumni wherever they are (Doolittle-Suokas 2013). According to Nina Björn (2013), there is not information about the whereabouts and professional development of those international graduates who have left Finland.

Table 2 shows the statistics related to applicants. Main and the biggest bachelor level application period is in the spring. Only few programmes are available at the fall application period. Therefore, the relevant statistics only include the applicants for bachelor's degrees of spring application. However, the data about master's degree students and the studies conducted in English is also collected for the Ministry of Education and Culture, so it would be sufficient for the institutions to collect the data and also include the information in table 2. Table 3 shows the statistics related to education, language studies, personnel, publications and others.

TABLE 2. Applicants.

	2012	2011	2010
<b>Applicants, Bachelor's degree programmes conducted in English, spring application</b>			
First choice applicants	1417	1587	1366
First-choice applicants / study places (vetovoima)	7,1	7,6	7,2
First-choice eligible applicants / study places (vetovoima)	3,2	2,8	2,5
Foreign first-choice applicants / all first-choice applicants	73,3%	79,0%	79,9%
Foreign first-choice eligible applicants / all eligible first-choice applicants	40,4%	43,3%	43,8%
Study places	200	210	190
<b>Applicants, Master's degree programmes conducted in English, spring and autumn applications</b>			
Applicants	149	96	no intake
Applicants / study places (vetovoima)	4,3	2,7	-
Eligible applicants / study places (vetovoima)	2,9	1,5	-
Foreign applicants / all applicants	27,5%	61,5%	-
Foreign eligible applicants / all eligible applicants	11,7%	30,2%	-
Foreign eligible non-EU/EEA applicants (covered by term fee experiment)	7	13	-
Foreign accepted applicants	6	5	-
Accepted non-EU/EEA students (covered by term fee experiment)	4	2	-
Foreign students that started their studies	2	3	-
Non-EU/EEA students that started their studies by countries	1 Pakistan	1 Pakistan	-
Students who paid the tuition fee	1	1	-
Amount of tuition fee per academic year €	8 000 €	8 000 €	-
Study places	35	35	no intake
Discontinued foreign students			-
Discontinued non-EU/EEA students (covered by term fee experiment)			-
Graduated foreign students	61	56	57
Graduated non-EU/EEA students (covered by term fee experiment)			-

TABLE 3. Education, language studies, personnel, publications and others.

(Full time equivalent term is shortened FTE.)	2012	2011	2010
<b>International Education</b> (concerns bachelor's and master's students altogether)			
Foreign students		425	334
Present foreign students / present students	6,1%	5,6%	
Degrees of foreign students / all accomplished degrees	5,11%	4,62%	5,40%
Accomplished credits of domestic languages directed for foreigners / present foreign students (including exchange-students)			
Credits of degree students at education of foreign language	47974	35342	28169
Accomplished credits in foreign language education / present degree students	8,27	6,18	
Credits of international exchange students (incoming, studying+internships)		7309	7068
Credits completed abroad (credited from abroad)	Not applicable. Available at the beginning of 2014.	5477	3929
Degree acceptable credits accomplished abroad / all credits		2,1%	1,6%
Discontinued foreign students / all discontinued students	7,5%	2,1%	3,5%
Pre-training of immigrants (credits)	0	0	0
Immigrants participated for pre-training / present degree students	0%	0%	0%
<b>Joint, double, subscription education</b>			
Present students in joint and double degree programmes / present degree students			
Graduates with joint and double degrees / the total number of graduates			
Subscription education students / present students (in Finnish tilauskoulutus)			
<b>Language studies</b>			
Number of foreign languages offered at the institution	9		
Courses taught in a foreign language (other than Finnish)	199	233	214
Credit points for foreign language courses	2073	2035	2121
Number of student enrolment in language courses (and language learning experiences)			
Finnish language studies directed for foreigners			
- how many credits are obligatory	63	45	50
- how many electives are offered (credits)	25	25	25
<b>Personnel, publications of staff</b>			
Percentage of foreign personnel of all personnel (FTE)		1,2%	0,8%

Staff who have gained at least one (bachelor, master, doctoral/PhD) degree abroad / the total number of staff			
International publications / staff member (FTE)		3,6%	3,0%
International publications / all publications	13,7%	10,8%	
International joint publications (with foreign author) / all international publications	7,7%	30,4%	
<b>Others</b>			
Number of Facebook likes (institution's main page) today	3033	-	-

On the numbers of discontinued students are also those who never have started their studies.

Accomplished credits in foreign language education in relation to present degree students should have been 8,8 in year 2012, the result was 8,27. The target number of degrees of foreign students was 62 in 2012 with 61 degrees materialized. (Strategiakartta ja BSC-tuloskortti.)

The target number of foreign personnel was 13 in 2012 with 6 foreign personnel materialized. International publications of staff have increased in 2012. Though, international joint publications with foreign authors have little bit decreased. There were 23 international publications in 2011 and 52 in 2012.

## 4.6 Students and Staff

The incoming exchange students come from France, Spain, The Netherlands and Germany (the four most popular countries). The four most popular outgoing students' exchange countries are The Netherlands, Germany, China and Great Britain. The foreign languages that were taught at JAMK during the latest academic year were English, Swedish, Russian, French, Finnish, Spanish, German, Chinese and Italian. (Björn 2013.)

There is no entire degree programme being exported at JAMK. The four most popular incoming staff's exchange countries are Germany, Great Britain, The Netherlands and Russia. The four most popular outgoing staff's exchange countries

are Russia, Germany, Great Britain and Estonia. (Björn 2013.) Table 4 shows the statistics of mobility.

The opportunities offered for the faculties for their development include workshops on internationalizing their curricula, workshops on how to use technology to enhance the international dimension of their courses. Distance learning is taken into account, and language training has been provided in the last three years. (Björn 2013.)

TABLE 4. Mobility.

	2012	2011	2010
<b>Mobility, students</b> (concerns bachelor's and master's students altogether)			
Outgoing exchange, short-term	329	287	228
Outgoing exchange, long-term, over 3 months	162	158	122
Outgoing exchange students (short+long) / present students	8,5%	7,8%	
Incoming exchange, short-term	124	155	166
Incoming exchange, long-term, over 3 months	285	220	197
Incoming international exchange students (short+long) / present students at September	6,6%	6,2%	
Outgoing trainees, short-term	14	25	20
Outgoing trainees, long-term, over 3 months	89	126	118
Incoming trainees, short-term	1	0	6
Incoming trainees, long-term, over 3 months	36	28	28
Outgoing exchange and intership (short+long) / present students	10,2%	10,4%	
Outgoing and incoming exchange and internship / the number of partnership agreements			
<b>Mobility, staff</b>			
Outgoing, over 1 month	1	1	2
Outgoing, under 1 month	405	401	309
Incoming, over 1 month	9	7	6
Incoming, under 1 month	218	131	142
Staff's international mobility (outgoing) / full-time staff		62,4%	49,9%
Total number of lessons (hours) off all international visiting lecturers			1574h

The target number of students' long-term (over 3 months) outgoing exchanges was 137 in 2012 with 162 exchanges materialized. The goal of long-term outgoing trainees was 134 in 2012, and the result was 89. Result was 126 in 2011. There are not targets for short-term mobility. The target number of long-term incoming exchange was 207 in 2012 with 285 exchanges materialized. Long-term trainees were 36 in 2012. The target number was 87. The figure increased by 28% compared to the year 2011. (Björn 2013, KV-Liikkuvuustaulukko.)

The staff's long-term (over 1 month) incoming mobility result was 9 in 2012. The balanced score card goal for outgoing staff mobility was 365 (at least five days) in 2012 with 16 mobility times materialized. The total target number of staff mobility (outgoing, incoming, short-/long-term) was 801 in 2012 with 633 mobility times materialized.

#### **4.7 Others; Surveys, Accreditations, Social media and Websites**

JAMK does surveys for international students; Opala and questionnaire for incoming exchange students at the end of the exchange period (questions about the process before, during and after the exchange period). (Björn 2013.)

##### **OPALA - student feedback system of universities of applied sciences'**

Inquiry is done by the Ministry of Education and Culture. All students will answer to it at the time of their graduation. Information is gathered on the employment and on the success of education and practical training in students' opinions. Outcomes of the inquiry can be found from here <https://opala.pkamk.fi/main.do>. (Palautteet ja seuranta 2013.)

##### **A year of graduation – placement tracking (Vuosi valmistumisesta - sijoittumisseuranta in Finnish)**

This inquiry surveys work placement and satisfaction for bachelor's degree. Inquiry will be sent at the end of the year for those students who have graduated from JAMK last calendar year. (Palautteet ja seuranta 2013.)

### **Five years from graduation – career tracking (5 vuotta valmistumisesta – uraseuranta in Finnish)**

This is the career tracking survey for those who have completed their bachelor's degree five years ago. It is done in co-operation with seven universities of applied sciences'. This inquiry surveys wider work placement and satisfaction for bachelor's degree and work placement and future plans. (Palautteet ja seuranta 2013.)

#### **Student Feedback 1**

Inquiry where students assess applying to as a student, starting studies, teachers and images of JAMK after they have been studying six months. (Palautteet ja seuranta 2013.)

#### **Student Feedback 2**

Inquiry where students evaluate teaching, guidance, work life projects, training, internationality, entrepreneurship, student services and wellbeing after they have been studying two years. (Palautteet ja seuranta 2013.)

Table 5 shows the results of these surveys related to internationality (not the whole surveys).

TABLE 5. Surveys.

	<b>2012</b>	<b>2011</b>	<b>2010</b>
<b>OPALA</b>			
The response percentage		95%	97%
Place of work abroad	22	17	21
- which are in Europe	10	11	12
<b>A year of graduation – placement tracking</b>			
The response percentage			45%
I have the necessary skills for international positions in my field, partly or totally agree			54%



I have adequate language and communication skills for my field, partly or totally agree			80%
<b>Five years from graduation – career tracking</b>		Graduated 2005	
Worked abroad		7%	
Length of work abroad (average years)		1,9	
<b>Student Feedback 1</b>			
Knowledge of internationalization opportunities, more or less or fully adequate		70%	75%
<b>Student Feedback 2</b>			
The response percentage		42%	19%
Information on international learning opportunities has been a good, partly or totally agree		82%	86%
I have been encouraged for the international study or training, partly or totally agree		78%	76%
Have you participated in an international study or training? Yes answers.		18%	10%
Support for stays abroad in the preparation has been good, partly or totally agree		73%	86%
Guidance at exchange periods abroad has been good, partly or totally agree		78%	76%
Support for stays abroad in post-reporting and accreditation of performance has been good, partly or totally agree		83%	75%
Studying or training abroad has proceeded in accordance with the HOPS, partly or totally agree		86%	79%

JAMK is part of the Pinnet -network (network of international relations managers of universities of applied sciences') and Finnips – Finnish Network for International Programmes: Entrance Examinations outside Finland. EPAS accreditation was acquired by the Degree programme in International Business in 2012, and quality audit was made in 2013. In these processes there were recommendations for example to ensure of academic quality, do international benchmarking and raise of level of followed information. JAMK has Diploma Supplement label. Other certificates

or diplomas were not mentioned. (Björn 2013.) At the quality audit report the following was said:

*International benchmarking should be a formal part of development and review of degree programmes. JAMK should develop entrepreneurship principles to enhance a shared understanding and operational framework linked to all its activities, including teaching, RDI, internationalization, and regional engagement. (Hazelkorn, Härkönen, Jungblut, Kallioinen, Pausits, Moitus, and Nordblad 2013, 88-89.)*

*The quality system of JAMK University of Applied Sciences meets the FINHEEC criteria for quality systems as a whole and quality management of HEI basic duties. JAMK University of Applied Sciences has been awarded a quality label that is valid for six years beginning on 27 March 2013. (Hazelkorn, Härkönen, Jungblut, Kallioinen, Pausits, Moitus, and Nordblad 2013, 89.)*

JAMK uses social media in marketing and for international students. Used programmes are Facebook and Twitter. JAMK's websites in English are targeted to international information seekers, but there should be also information targeted to applicants' parents because in some countries parents do the decisions or are guiding their children strongly concerning studying. There is not distributed a newsletter or news bulletin regularly that focuses on international mobility opportunities. There is magazine for customers, but it is targeted to Finnish customers. Annual report is also in English. International Services delivers mail for international higher education partners once or twice a year. (Björn 2013.) Notice that websites of JAMK will be renewed during year 2013.

Biggest challenges of the future are the new EU programme period which brings different kind of changes, education export and new law of universities of applied sciences and change of financing to performance based. (Björn 2013.)

## 4.8 Jyväskylä and Tampere Consortium of Universities of Applied Sciences

*Jyväskylä (JAMK) and Tampere (TAMK) Universities of Applied Sciences are working in a closer cooperation in a strategic consortium. The objective is to strengthen competitiveness, impressiveness of operation and the quality of education of the institutions concerned with the help of the mutual cooperation and distribution of work. (Jyväskylä and Tampere Consortium of Universities of Applied Sciences 2012.)*

The strategic objectives are (Jyväskylä and Tampere Consortium of Universities of Applied Sciences 2012.):

- Internationally competitive educational consortium
- Effective and high quality operation
- The distinctive educational profiles of universities of applied sciences and high quality education based on the needs of the region
- Impressiveness and better quality of the research and development
- Provincial and regional impressiveness of development work.

The objectives for 2012 concerning internationalization were carrying out together the international marketing, cooperation in term fee experiment, increasing the number of international students, teachers and specialists and expanding their utilization, solving the opportunities of Russian cooperation and finding out the opportunities of international export cooperation (Jyväskylän ja Tampereen ammattikorkeakoulujen JyTa konsortio n.d.).

## 5 CONCLUSIONS

Internationality is a very important topic, and it is quite incomprehensible that no survey like this has not been conducted on the national level in the last ten years. There is very little comparative information available. It was very difficult to gather information because there was no complete national database. Vipunen is in a better condition now in August 2013, but some information is still lacking. It is hard to understand why there are, for example, no indicators of the universities of applied sciences' which the Ministry of Education and Culture is gathering anyway.

There are also different kinds of definitions, for example, regarding foreign personnel. JAMK's own definition is different from the national definition. In this research, the author has mainly used the national definitions. Possibly, the Finnish National Board of Education gets their information and statistics from Statistics Finland which information and figures the universities of applied sciences do not get, which is why the figures related to the number of foreign staff member are different.

There are too many indicators concerning the applicants part, but part of them are there because there have been national statistics where the same indicators have been collected. There are several indicators that could be good measurements but they are not available right now due to the missing information, for example, the percentage of the present immigrant students in relation to all the present students.

On the questionnaire, the respondents were asked to name the list the international/internationalization targets. They should also have been asked about the targets achieved, to which extent and the actual figures of those targets. In the international education part, there are indicators such as courses taught in a foreign language (other than Finnish) and the credits awarded by foreign language courses, but they could be also measured in relation to the total number of credits (compulsory or optional). Thus, those indicators would be comparable to other institutions.

Internationality at JAMK is in a good condition. Internationalism has taken into account in the mission and vision of JAMK. Most of the figures have a positive trend. Of course, for example the long-term mobility of the staff could be better, but there are also so many obstacles to it. Teachers have their families and their work at the home institution. However, there could be much more conversation about the targets of internationality between units/administration and directors/rector/vice-rector/executive team. The author thinks that there is not a clear derivation of internationality and internationalization at JAMK. They should make clearer and more visible action plans about who is doing what, who is responsible and who takes care of the development of each area. They could also promote the cooperation of the staff members/units.

There are no summaries which include clarifications of results and next actions to do about JAMK's overall internationality including all mobility figures, level of internationalization, and target figures. These could be available on the staff intranet. There is statistics of mobility, but that is not enough. All this information that the author has gathered and links to Vipunen could be there. All those statistics and figures that are collected for the Ministry of Education and Culture should also be on the intranet. The export of a education should be increased, for better financial results. Thankfully, JAMK has chosen two people who work with the export of education in spring 2013.

The documentation of a study is a very important way to show its generalizability (Kananen 2008, 126). Proceedings of good case study can be repeated. However, it is highly improbable for the course of a study to be fully repeated. (Case-tutkimus n.d.) Those indicators presented in this research can be used on the national level in the universities of applied sciences'. They could be used for comparing the universities of applied sciences'. All the figures can be found in the databases of JAMK, and Finnish National Board of Education (for example Vipunen and other databases which you cannot necessarily have access).

If the overall internationality of an institution is wanted to be evaluated, the management and some unit/teachers have to be engaged with the process. It is

impossible for one thesis author to get together all the actors. They are very interested in the subject, but it is very time consuming to research the overall internationality of an institution and answer a long list of questions. As it shown by the literature, there are a lot of questions to be asked and perspectives to be taken into account if you want to explore the overall internationality of the institute. For that reason the next author writing a thesis related to this topic should concentrate on just one piece of internationalization/internationality or engage the management of the institution(s) with it.

Next, one could conduct a comparative study of another university of applied sciences. The database information could be also gathered where all information is taken because it is so spread over. The R&D&I area could also be surveyed. A questionnaire could be sent to teachers, students and, for example, rector. The summary of the feedback of the exchange periods could be gathered and published. Open studies would be one sector to investigate. However, it should be noticed that foreigners cannot get visa for open studies. Foreigners from outside the EU will get visa only for degree studies (of course there are also other requirements).

If this framework would be used to compare different institutions, it would be important to know the sizes of the compared institutions. There are examples of the size components of JAMK in table 6.

TABLE 6. Size of JAMK

	JAMK
Students 2011	8579 (degree students 6940, others 1639)
Graduates 2011	1652 (incl. teacher education, excl. professional specialization studies)
Staff 2011	756
Staff 2010	761
Turnover 2011	60,774,762 €

Turnover 2010	57,912,631 €
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To sum up, the topic of the thesis was interesting and versatile. It was also time-consuming and extensive.

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## APPENDICES

### APPENDIX 1 – QUESTIONNAIRE

Answered by Ms. Nina Björn, International Relations Manager, JAMK University of Applied Sciences, 28 March 2013.

Hi!

I'm doing my master's thesis related to the internationality of universities of applied sciences in Finland. I will compare JAMK to TAMK regarding internationality and internationalization.

There are open ended questions in the word file and numerical information in the excel file. The excel file has been partly filled out but I wish that you could check it and fill out the missing figures. **Please also provide the calculations for example "foreign personnel / all personnel"  $100/800*100 = 12,5\%$ .**

Also, make a note of an answer which is not available. You can also write your opinions and observations about each question and tell me if a question is unnecessary.

**University of Applied Sciences: JAMK**

## 1. Strategy, management

1. Who manages internationality and internationalization?  
 Answer:  
 Observations:
2. Whose responsibility is the execution and development of internationality/internationalization?
3. Who draws up the internationality strategy?
4. Who implements the internationality strategy?
5. Is there a separate internationality strategy?
  - If not, where/how is internationality laid out?
6. Where and how are concrete actions defined?
7. What are the strengths of the institution's current internationality strategy?
8. What are the weaknesses of the institution's current internationality strategy?
9. How is internationality/internationalization visible in the mission statement, development strategy and targets?
10. What are the institution's mission, vision and profiles.
11. Does the university have an overall strategy for international partnerships?
12. Are international affairs taken into account in the corporate resource planning/budgeting?
  - Who decides how internationality is taken into account in budgeting?
13. Are there any indicators in the strategy of how the institution is comparing their internationality with other universities of applied sciences?
  - If not how does your institution compare your UAS with other UASes?
14. How is the staff informed of the internationalization targets?
15. List the international/internationalization targets.
16. How are the international services organized?
  - For example concentrated or decentralized.
  - How many persons are working at the international services? How

<p>many international coordinators?</p> <ul style="list-style-type: none"> <li>○ What are their job descriptions?</li> <li>○ Who takes care of the exchange students and staff?</li> </ul> <p>17. How will the student/staff exchange be developed in the future?</p>
<p><b>2. Partnerships</b></p>
<p>1. Which countries are your institution's international partners from?</p> <p>2. How many of the partners are</p> <ul style="list-style-type: none"> <li>○ higher education institutions,</li> <li>○ companies,</li> <li>○ organizations</li> <li>○ others, what and how many</li> </ul>
<p><b>3. Resources, financing</b></p>
<p>1. Has your institution received external funding specifically earmarked for international programs and activities from any of the following sources in the last three years?</p> <ul style="list-style-type: none"> <li>○ Government</li> <li>○ Private (foundations, corporations, alumni)</li> <li>○ Other, what</li> </ul> <p>2. Does the funding support the internationalization goals?</p> <p>3. Does your institution actively seek funds specifically earmarked for international education programs and activities?</p>
<p><b>4. Marketing</b></p>
<p>1. In how many countries is your institution marketing education, which countries?</p> <p>2. Does your institution highlight international educational programs, activities, and opportunities in the student recruitment brochures?</p>
<p><b>6. International Education</b></p>
<p>1. What are the most important targets for future collaboration between international programs and activities on campus?</p>

2. How has your institution surveyed the needs of labor and business life in the area of the university of applied sciences, and how have they reacted to them?
3. To what direction will the role of your university of applied sciences be developed in the internationalization of labor and business life in the next five years?
4. Is there a database of information on countries/cultures/societies for students?
5. What strategies are there to help domestic students learn from international students?
6. How is the student union involved with internationality?
7. How have the expectations of students been taken into account?
8. Does your institution have guidelines to ensure that undergraduate students can participate in approved study programs abroad without delaying their graduation?
  - What kinds of guidelines?
9. Does your institution have a system for communicating the experiences of the students currently studying abroad (or who have already completed their studies there) to other students on campus?
10. What kinds of opportunities did your institution offer for students last academic year?
 

Examples:

  - A buddy program that pairs Finnish and international students
  - A language partner program that pairs Finnish and international students
  - A meeting place for students to discuss international issues and events
  - Regular and ongoing international festivals or events on campus
11. Have international graduates been taken into account in the alumni activities?
12. Is there information about the whereabouts and professional development of the international graduates?

## **7. Students** (concerns both bachelor and master students) **and Staff**

<ol style="list-style-type: none"> <li>1. The number of exchange students and the geographical distribution of student mobility, the incoming students, the four most popular countries</li> <li>2. The number of exchange students and the geographical distribution of student mobility, the outgoing students, the four most popular countries</li> </ol>
<ol style="list-style-type: none"> <li>3. List the different foreign languages that were taught during the latest academic year</li> </ol>
<ol style="list-style-type: none"> <li>4. Export education           <ul style="list-style-type: none"> <li>○ How many programs were taught outside Finland?</li> <li>○ How many countries was education exported to? Which countries?</li> <li>○ How many times?</li> </ul> </li> </ol>
<ol style="list-style-type: none"> <li>5. The number of exchange staff and the geographical distribution of staff mobility, the incoming staff, the four most popular countries</li> <li>6. The number of exchange staff and the geographical distribution staff mobility, the outgoing staff, the four most popular countries</li> <li>7. What kind of opportunities have been offered to the faculty for their own development in the last three years?           <ul style="list-style-type: none"> <li>○ Workshops on internationalizing their curricula</li> <li>○ Workshops on how to use technology to enhance the international dimension of their courses               <ul style="list-style-type: none"> <li>▪ Is distance learning taken into account?</li> </ul> </li> <li>○ Opportunities for the faculty to increase their foreign language skills</li> <li>○ Recognition awards specifically for international activity</li> <li>○ Other, what?</li> </ul> </li> </ol>
<b>8. Others; surveys, accreditations, social media, websites</b>
<ol style="list-style-type: none"> <li>1. What kinds of surveys does your institution do for international students?</li> </ol>
<ol style="list-style-type: none"> <li>2. Is your institution part of some kind of national consortium or networking (concerns internationality)?</li> </ol>
<ol style="list-style-type: none"> <li>3. What kinds of accreditations or audits have been done at the institution? What kind of a grade or feedback did your institution receive?</li> <li>4. Which certificates or labels does your institution have? When they are expiring?</li> </ol>



<p>5. Utilization of social media</p> <ul style="list-style-type: none"><li>○ How does your institution use social media?</li><li>○ What kinds of social media programs is your institution using?</li></ul>
<p>6. How has internationality been taken into account at institution's websites?</p> <ul style="list-style-type: none"><li>○ Are the websites (in English) targeted to international information seekers, how?</li><li>○ Are Finnish sites just translated into English?</li></ul>
<p>7. Is the information about international education activities and opportunities on campus regularly sent out to the faculty and students in your institution's email or other digital systems?</p> <p>8. Is there a newsletter or news bulletin regularly distributed by your institution that focuses on international opportunities?</p>
<p>9. Finally, what are the challenges of the future?</p>